

Attachment A

Comments/Questions Submitted
In Response to the Five-Year

Kansas State Plan for
Career and Technical Education

**Comments/Questions submitted during Public Hearings
on the 5-Year Kansas State Plan for CTE
Kansas Board of Regents Board Room
December 13, 2007 – 10:00 A.M. & December 13, 2007 – 3:30 P.M.**

1. Question: On the 5-year timeline, how will all of the programs be aligned for the programs of study that may not have a seamless pathway from Secondary to Postsecondary to Baccalaureate?

What is your vision for programs that don't have a seamless pathway from secondary to Postsecondary and may not have an avenue on to Baccalaureate?

What will the state's role in helping to facilitate some of those conversations especially on the baccalaureate level?

Response: Over the next few years statewide cluster and pathway program of study models will be developed for each of the 16 career cluster areas, as a communication and planning tool. The models will identify recommended courses through which the appropriate academic and career specific knowledge and skills should be taught and skill attainment assessed. Local institutions will then adapt the models to reflect the specific courses offered by that institution or within a region. The seamlessness of these programs of study will focus on eliminating the need for students to repeat learning or starting over after reaching a certain point in the sequence of courses and include preparation for the next level of education.

Articulated course credit between educational levels is only one aspect of a seamless pathway. Alignment of courses, student outcomes and assessments that ensure students have acquired the necessary pre-requisite knowledge and skills to transition to and be successful in programs at the next educational level is also an aspect of creating a seamless pathway. Granted some occupationally specific CTE programs may not directly link to a corresponding baccalaureate degree program. However, in this respect, the vision is that the occupationally specific programs will include opportunities for students to acquire both the technical skills for a specific occupation as well as the more broad-based knowledge and skills included in the overall pathway that will prepare students for further education, training, and potential career advancement.

The state will facilitate the development of the statewide cluster/pathway programs of study through a process that ensures participation of secondary and 1- and 2-year postsecondary institutions and strongly encourages participation of state's universities where ever possible.

2. Question: What might the electronic web-based universal transcript system look like?

Response: KSDE is currently evaluating solutions for electronic transfer of transcripts and related student information across public and private schools, colleges, and universities in the state of Kansas. The selected solution will be a secure, web-based environment providing all Kansas students equal access, and will include the state student ID number to facilitate accurate transfer of information.

3. Question: Regarding the clusters—How will clusters and critical industries be aligned and fit into our plans? How will funding from Perkins align with the Governor's critical industries? Will we write to critical industries or will we write to clusters?

Response: Kansas postsecondary CTE programs will continue to focus on workforce preparation to meet the needs of business and industry within the state. Within that context, postsecondary CTE programs will need to incorporate the identified cluster and pathway knowledge and skills within the sequence of courses for these occupationally specific programs. Institutions will continue to utilize program improvement funding to support programs that meet regional workforce needs and improve program performance. Postsecondary Reserve Funds will be used to support the development and/or expansion of CTE programs to address critical regional or statewide workforce development needs in high skill, high wage, or high demand occupations in targeted industries having the most potential economic development impact within the state.

4. Question: As we talk about the state and local advisory committees, because this is a K14 plan, where we have common programs, should we consider combining our local advisory committees secondary and postsecondary where we have combined programs?

Response: For truly combined programs this seems appropriate. However many postsecondary programs have large numbers of adult students to address and in some instances the education and training provided goes beyond that which might be appropriate for secondary students. In this case we would certainly encourage representation for each level on the respective local advisory committees.

5. Question: Regarding the program of study models—Should we wait for you to develop those pathway models or should we wait for you to align us; and the same with the articulation agreement; do we wait until you come out with the alignment and then we redo all our work?

Response: The goal is to have program of study models for at least 4 of the career clusters (and the related pathways) developed by June of 2009. Statewide curriculum advisory committees will be established for these areas and, working directly with state staff, will begin working this spring following the implementation process outlined in the materials developed through the States Career Clusters Initiative. Keep in mind the statewide models will only address the broad-based knowledge and skills associated with the cluster and pathway levels. Local institutions will have the flexibility to modify these models to reflect the course/program offerings in their area. These same implementation materials have also been provided to each postsecondary institution. If the same implementation process was followed at the local level, any work that was accomplished should fit the statewide models developed.

Articulation agreements between and/or among institutions will continue to be established at the local level until inconsistencies among similar programs at both secondary and postsecondary institutions are resolved and/or program exit examinations are developed.

6. Question: As you are doing regional workshops to help other groups understand Perkins, would you consider including the ABE?

Response: That is an excellent suggestion. Postsecondary institutions are strongly encouraged to develop programs of study for adult students that include transitioning ABE/GED students into postsecondary CTE programs.

7. Question: Will all programs need to be accredited if accreditation is available? Would we be required to accredited national programs or is it a local decision? If there is more than one national organization that has endorsed programs, will there be input from the state as to what direction they want us to go or will it be left up to each institution to make that decision on their own?

Response: The expectation is that all postsecondary CTE programs will be accredited/certified in areas where state and/or business and industry accreditation/certifications exist. Programs not currently accredited/certified will need to develop a plan and appropriate time frame within which to achieve that status. For program areas with multiple accreditations/certifications, the issue will be addressed during the program standardization/alignment process.

8. Question: On Professional Development—conference attendance has been a concern. We might want to look at a guideline on how conferences support the developmental programs and the guidelines that you put down. Currently we are saying no conferences until we figure out how to handle the conferences.

Response: Effective comprehensive professional development plans contain a variety of high quality activities that result in a positive and lasting impact on classroom instruction, instructor performance and improved learning. Conference attendance that is not focused on the areas outlined specifically in the legislation, directly connected to other activities within an individual's professional development plan, and for which there is no plan to measure the impact participation on teaching and learning should no longer be supported with Perkins funds.

9. Question: We are trying to integrate and in keeping high standards and high expectations for students, do you see any leeway approving technical English or a technical Mathematics? Do you see something like that coming down and also professional development wise the State providing some assistance with some true strategies that will help us align and make it a true integrated plan versus a few activities that result in a taste of integration?

On integration, Aren't community colleges and technical schools degree requirements a part of our integration piece? What is the standard for integration for postsecondary?

Response: Courses such as business communications, technical writing, and technical math are already approved courses within the sequence of courses for many postsecondary CTE technical certificate programs. Associate of Applied Science degree programs are required to contain a minimum of 15 semester credit hours of general education coursework.

At the secondary level, technical English and technical mathematics content is integrated into CTE coursework, not to be taught as a stand alone CTE course. Academic indicators are learned in the context of career and technical education.

10. Question Adult Education and the next step of transition; Is there any plan of study for an adult coming into technical education? Articulation agreements and plan of study focus on helping high school students come into our program but it would seem an adult would need to be considered as well.

Response: Postsecondary institutions are strongly encouraged to develop career pathways for adult learners transitioning from the ABE/GED centers into postsecondary programs as well as for adults changing careers, re-entering the workforce, or advancing with their present career. Technical assistance is available to institutions electing to develop adult pathways.

11. Question: What kind of vision or requirement do you have for the connection to the one-stop with the Kansas Work Ready Certificate and will it be folded into our Perkins plan?

Response: The Kansas WorkReady certificate, based on the WorkKeys assessment system, is available through the One-Stop centers as well as many of the assessment centers at our community colleges and technical colleges and schools. Postsecondary institutions are encouraged to utilize the data from these assessments as a tool to measure program performance and improvement as well as provide students a portable credential to document and communicate proficiency in reading for information, applied mathematics, and locating information.

12. Question: Postsecondary Leadership Funds and the Institutional Self Assessment Studies– In the past leadership funds needed to impact the entire state but I thought we could use those funds to impact change at the local level, I didn't know if that is what you meant?

Response: Postsecondary leadership funds will continue to be utilized for statewide initiatives. For a number of years Kansas postsecondary institutions have struggled to meet the nontraditional core indicators and as a result state staff will coordinate an initiative to address this issue. The intent is to use leadership funds to support institutions electing to participate. Technical assistance is available to institutions electing to participate in this initiative.

13. Question: In terms of institutions and timelines, can you give us the timelines for secondary and postsecondary institutions? Do you have any ideas when our plans will be due for the local plans?

Response: We anticipate that institutions will be notified of their proposed Perkins allocation sometime in March and negotiation of performance targets will occur in late March or early April. Institutions will then submit their 5-Year Institutional Plans for Career and Technical Education and their annual application for Program Improvement grants to KBOR by May 2. The plans and grant applications will be reviewed by KBOR staff and approved by June 30.

Secondary grant recipients (school districts and consortia) will submit their annual application for Perkins Improvement grants to KSDE by June 1.

14. Question: Licensure and certification of instructors at the postsecondary level. Will there be more guidance regarding specifics? Will we be able to continue to use KSDE criteria for secondary that we currently use? We don't have guidelines now. We want to make sure that the technical expertise portion of that of the instructor stays at the forefront.

Response: Teacher licensure is not required for postsecondary faculty. All postsecondary faculty, including those in CTE programs, must meet the credentialing criteria established by the institution in which they are employed and in accordance with the institution's regional accrediting body as well as program accrediting entities. Many of these groups require not only academic credentials but also business and industry experience.

15. Question: End of program assessments and technical assessments. Do we start off on our own and make a plan and then align that plan and the work we've done or do we wait for direction from you? Are those standards going to be the same for secondary and postsecondary or will those be two paths?

Instructional design of standardized programs is that a reference to the curriculum work that has been done? We would like to have some definite direction on where that goes and does it continue and to what degree. We would just like some procedural directions.

Response: Kansas does not currently have any approved end of program technical assessments in place at either the secondary or postsecondary level. Assessments used to report technical skill attainment for the accountability core indicator must be able to document that the assessment meets validity and reliability standards and approved by the state.

At this point postsecondary institutions should continue using existing business/industry certification and/or licensure exams to report student technical skill attainment for the core indicators. In cases where these examinations are optional, institutions are encouraged to move toward requiring these assessments for program graduates. The first group of postsecondary programs will begin the program alignment/standardization process this spring. Some of these programs will build upon curriculum work that occurred in the past. Determination of approved technical skill assessments will be made for each program area as programs complete this process.

16. Question: In regards to the data gathering, it appears the state is moving toward collaboration between KSDE and KBOR. One issue has been that since we no longer collect social security numbers from students, but use student ID's instead, is this something the state will be looking at to track students through education as well as the workforce?

Response: KBOR and KSDE staffs are working collaboratively to resolve the issue of matching student records between the two systems. Staff from the two agencies are also in the process of developing a P-20 data repository to house student information throughout a student's educational journey. Ultimately we would like to be able to include workforce information; however, there are a number of FERPA issues that would need to be resolved.

December 13, 2007- 3:30 P.M.

17. Question: Concerns with the third party technical assessment and the expense involved with that, do you have any comments or further explanation about how that will work?

Response: Technical assessments will be expensive regardless of whether the assessment is an industry certification/licensure examination, third-party assessment, or one developed by the state. The potential benefit to the student, both now and in the future, the cost to the student as well as the expense involved in developing state assessments will all be considered.

18. Question: Will it be necessary for teachers to be required to get special certifications or additional skills, such as business teachers, in order to deem them eligible to teach in certain specialized areas?

Response: As state-approved career cluster pathways are developed, the teacher quality and effectiveness will be addressed. We will work in collaboration with the career cluster curriculum advisory committees, the KSDE teacher education and licensure team, teacher education preparation programs, and other states' guidelines and regulations to assist in

determining criteria to achieve highly effective teachers in the classrooms.

19. Question: On the Academic Performance regarding the “N” factor and the number of kids and sub groups and evaluation. If there is not something similar put into the CTE side academically, small school numbers could be skewed easily one way or the other. I hope that would be considered.

Response: It is a valid concern and will be considered.

20. Question: High skill, high demand, high wage speaks briefly about regionalizing it to some degree and also a starting wage of \$13.74 per hour, which is very high in this part of Kansas. Does that amount vary depending on the area/county?

Response: After lengthy discussions regarding the criteria for high wage occupations, the rationale agreed upon was that a high wage occupation should be one that provides an income level at least at the point at which individuals no longer qualify for any public assistance. The beginning wage indicated is consistent with BLS information used to determine high wage occupations for the research study that was commissioned by KBOR, the State Workforce Board, and Kansas Inc. It is also understood that occupations in high demand may vary somewhat within regions of the state.

21. Question: A housekeeping concern is that communications to consortiums has at times been lacking. The state does a good job of notifying the local districts but we find out things second hand on a consortium basis, e.g. meetings etc. Will that be improved in the future?

Response: Customer service is very important to us. It is our practice to communicate directly with the grant writer of the Perkins Local Application regarding content submitted in the plan, when necessary. We certainly encourage communication between the consortiums and its participating districts.

22. Question: Are we going to watch and not write this plan more rigorously than the Federal Government requires and by so keeping it simple without too many bells and whistles added.

Response: The Kansas Plan for Career and Technical Education was written to reflect the state's firm commitment to continuously improving career and technical education, improving workforce and economic development within the state, and meeting the intent and as well as the requirements of this piece of Federal legislation.

23. Question: Will consortiums have access to CATE information?

Response: It is the policy of the KSDE IT department that data collected is owned by the entity and it is their responsibility to release that data to others. If a district chooses not to release the necessary information they risk losing access to the funds.

24. Question: Page 10 on the articulation as it relates to external, established, industry based program certification criteria. The last paragraph says, “One of the target organization priorities”; “external or established industry based program certification”; and “licensure examination required for employment.” If it is not required for employment how does that apply? For example; Dental students have the option to take the exam but it is not required and it is very expensive.

Response: For programs areas for which program accreditation/certification exist, it is the expectation that all postsecondary CTE programs will achieve that status. Postsecondary institutions will be strongly encouraged to move toward requiring students to sit for certification examinations to assist in evaluating program effectiveness and student skill attainment.

**Comments/Questions submitted during Public Hearings
on the 5-Year Kansas State Plan for CTE
Wichita Area Technical College—Central Auditorium
December 17, 2007 – 2:30 P.M.**

25. Question: What is the process for establishing a statewide curriculum advisory committee?

Response: It is our intent to solicit input and recommendations from local institutions and existing advisory structures (including the Postsecondary Technical Education Authority and the Kansas Advisory Council for Career and Technical Education) regarding individuals to participate as committee members. The Career Cluster Curriculum Advisory committees will be comprised of secondary and postsecondary academic and CTE instructors, counselors, administrators, and representatives from business and industry and professional organizations. Committees will convene and develop the career cluster pathways.

26. Question: What is involved with the process of “Realignment of Curriculum” on page 14? Is the work finished or is it still in process?

Response: The process to align pathways and curriculum to Career Clusters will begin this spring. Curriculum development demands a continuous improvement model beyond the current legislation in order to meet the changing needs of business and industry.

27. Question: With the inclusion of the academic piece and how the information is going to be shared with the academic teachers to help us get them on board and if there is going to be any encouragement from KSDE and not just rely on us to bring them onboard

Response: The recent reorganization at KSDE shows the inclusion of academic and CTE staff and that the Board has given this priority. Future activities and services at the local level will be geared toward academic & CTE involvement. Career Clusters and High Schools That Work are high school reform measures that recognize the importance of academic & CTE integration. Steps are in place to promote academic and CTE integration at all levels.

28. Question: Will the list for the “Improvement and Expansion of Access to Technology” have input from our local advisory committee’s to supplement the list and still use Perkins funds to help pay for it?

Response: Postsecondary CTE programs rely heavily on local program advisory committee input regarding all equipment purchases. Equipment purchases will be required to support the high skill, high wage or high demand definition for the secondary CTE programs/pathways.

29 Question: Is the statewide Curriculum Advisory Committee and the Career Cluster Advisory Committee the same committee? The list of tasks for the committees implies there will be state direction for all those committees, is that the intent?

Response: Yes, these two committees are the same and there will be state direction.

30 Question: How are we going to identify who the special populations are to disaggregate the data properly? Will state provide technical assistance to help us work through that? Is there a list of what the “special population groups” are and where would I find the list?

Response: Special populations categories include those listed in Section 3—Definitions of the Perkins Act as well as the categories described in Section 111(h)(1)(i) of the Elementary and Secondary Education Act of 1965. Technical assistance will be provided as needed, however, these are the same categories that are required for NCLB reporting.

31. Question: What is the process at the local level of the negotiations of performance agreements? What year students will we be collecting data on?

Response: Aggregated data from all postsecondary institutions will be used to establish system performance for the state and serve as the basis for negotiating state performance targets. Once the state performance targets are established, a form will be sent to each institution indicating that institution's recommended performance target. Each postsecondary institution will then either accept the recommended target or return the form indicating an alternative target and requesting a negotiation session with KBOR staff. Negotiations with postsecondary institution will occur this spring and be based on 2006-2007 student data.

Baseline data will be disaggregated to the local level and local adjusted levels of performance calculated for each eligible secondary recipient. Eligible recipient will use their baseline scores, if higher than the state adjusted levels. If the LEA has lower baseline scores, the LEA has the option of negotiating the local adjusted levels of performance, which may be lower than the state adjusted levels. The actual adjusted level of performance will be negotiated with the state. Baseline data will be the average of the last three years (04-05, 05-06, 06-07).

32. Question: Will the secondary negotiations be this year or next year?

Response: The negotiations will be this Spring for the 2008-2009 year.

33. Question: What guidance will be provided for the industry based testing at the end of programs or if it's suppose to be at the end of courses and if you are going to be providing guidance for acquiring those tests or making those choices? How about money to help pay for them? We need some kind of standardized documentation or guidance on the industry based testing so that Business & Industry will appreciate what we are trying to do.

Response: With the exception of those programs for which certification/licensure is required for employment, the approved assessment(s) will be determined during the program alignment process that will begin this spring. Federal non-regulatory guidance is expected to be issued to assist us with this task.

34. Question: Page 42 - How do we determine which program gets credit for students to avoid duplication? Are we still going to do the duplicating reporting?

Response: Determination should be made based on the student's intent. Our data collection system does not allow for duplicate reporting and the federal report requires unduplicated headcount.

35. Question: Does it matter what block structure we use or how quickly those credits are accumulated?

Response: Data is collected on the secondary students once the three credits are attained. It might be junior year, it might be senior year.

36. Question: Has there been any thought that since the secondary programs are all going to be articulated to the postsecondary that the end of program skill test be at the end of that students program, which would not be at the secondary level?

Response: There is continuous discussion on when it would be appropriate for the technical skill assessment. This will be an issue for federal and state guidance and policies.

37. Question: Currently we have in place industry standards/licensure for allied health, nursing, auto ASE etc. As other industry certifications come on board are we going to have a list, for instance for Ag Power? Currently we don't have national certification for Ag Power. There are accrediting agencies. Will we be allowed to use that as part of our industry standards examination? That agency doesn't have assessment but the program does.

Are you guys going to be using WorkKeys profiles for some of that development?

Response: Each pathway will be developed with appropriate state approved assessments and/or industry recognized credentials.

38. Question: Will the secondary choice of industry standard then follow the postsecondary, so as the postsecondary develops theirs or will we do our secondary separately?

Response: Secondary and Postsecondary will work in collaboration.

39. Question: When we surveyed in-house about the industry recognized credentials, computers are not cut and dry, they don't need it to go to work but an RN needs to pass the NCLEX to be an RN. Since money is such an issue, will we ever be able to write it into the Perkins grant that we can pay for that industry assessment for those completers?

Response: There will be costs associated with any technical assessment to be used to report core indicator performance. At this point, we do not anticipate that paying for a student to sit for a industry certification/licensure examination will be an allowable Perkins expenditure for postsecondary CTE programs.

40. Question: Courses in a sequence, either semester in length or a year in length, used to determine who completed a program. Are we talking about Carnegie units when we talk about earned credits or how are we handling that?

Response: Credits are defined and determined by the LEA.

41. Question: Are we essentially doubling the number of courses they must take to get the 3 credits?

Response: That would depend on the course length. If your courses are semester long, then yes.

42. Question: If we have our courses as whole year courses then they are credits. Are we eliminating semester courses?

Response: No, a semester course typically earns .5 credit so two of those would equal one credit.

43. Question: On page 19 under "Teacher Prep" "Alternative License Process", you talk about a new kind of license for someone who was a teacher in the past and wants to come back and teach CTE, that would be a license we don't currently offer, correct? Is it opened up to people that were previously licensed in other areas?

Response: Yes this licensure process was effective July 1, 2007 and it is open to people that were previously licensed in other areas.

44. Question: Can you tell us the timeline to submit the state plan to the Feds?

Response: The State Plan will be presented to the Kansas Postsecondary Technical Education Authority, the Kansas Advisory Committee for Career and Technical Education, and the Kansas Board of Education in January for their review and recommendation. The plan will then be on the February KBOR agenda for action. From that point it will go to the Governor's office in March and submitted to the U.S. Department of Education by April 1, 2008.

45. Question: What kind of feedback do you expect from OVAE? Do they provide us with feedback? Those of us that are going to be writing our own 5-year plan we can use what you submit in April as our guide?

Response: Hopefully OVAE will approve the plan as submitted. We would hope that the activities outlined in the state's plan will also be reflected in each local institutional plans as well as the items required for local plans as indicated in Section 134 and 135 of the Perkins legislation.

46. Question: Can we use what we have and then modify it?

Response: State staff encourages institutions to review their institutional plan for career and technical education at least annually and update the plan as needed. The opportunity to modify is available but keep in mind that the plan has to be "substantially approvable" to access the funds.

Written Comments submitted to KBOR on the 5-Year Kansas State Plan for CTE

<p>1. Comment: While perhaps outside the purview of the state plan, I do have a concern about the Authority priority cited: “Standardize state-funded technical education programs.” I would encourage greater consideration toward standards as opposed to standardization.</p> <p>Response: The degree to which postsecondary technical education programs will become aligned/standardized falls within the responsibilities of and will be determined by the Kansas Postsecondary Technical Education Authority.</p>
<p>2. Comment: From the standpoint of ensuring local Tech Prep consortia initiatives are sustained beyond that of sharing best practices, it is unfortunate (but plainly understood) that the option to consolidate Title II funds with the Title I allocation cited in the transition plan is maintained in the five-year plan.</p> <p>Response: Staff is pleased that you understand that the intent of consolidating these funding streams is to build upon and expand the efforts begun with Tech Prep to all institutions in the state.</p>
<p>3. Comment: The plan references the establishment of “statewide career cluster curriculum advisory committees.” Although it appears these committees are directed more to secondary CTE delivery and the development of programs of study, it does bring into question the interface these additional committees (along with their composition and charge) may or may not have with existing advisory structures (KACCTE and local program advisory committees).</p> <p>Response: These committees will be used to develop the cluster and pathway programs of study to be utilized by both secondary and postsecondary CTE programs. It is our intent to solicit input and recommendations from local institutions and existing advisory structures regarding individuals to participate as committee members.</p>
<p>4. Comment: The plan provides important definitions of high skill/high wage/high demand. These definitions will assist in providing focus for aspects of CTE delivery, but hopefully not overly restrict support for CTE programming in general. It will be important to understand the sources for baseline criteria such as the “entry level wage of \$13.75” (high wage) and “critical shortage of workers” (high demand).</p> <p>Response: The rationale used to determine high wage occupations was that the occupation should be one that provides an income level at least at the point at which individuals no longer qualify for any public assistance. The beginning wage indicated is consistent with BLS information used to determine high wage occupations for the research study that was commissioned by KBOR, the State Workforce Board, and Kansas Inc. Information provided by the Kansas Department of Labor will be utilized to determine high demand occupations.</p>
<p>5. Comment: The addition of transitions to baccalaureate program opportunities within the learning continuum provides an additional opportunity for articulation and needed dialogue at the postsecondary level.</p> <p>Response: We agree and are excited about potential new relationships with our state universities.</p>
<p>6. Comment: The concept of addressing the mismatch between output of postsecondary CTE and the needs of the Kansas [and local] economy has merit. However, citing particular areas (i.e. aviation, energy, etc.) seems limiting and may lack relevance over the extent of the 5-year plan period.</p> <p>Response: The current targeted industries were established through initiatives from the Governor’s office, Commerce and the Technical Education Authority. However, we would anticipate that over time the targeted industries may change as additional economic development initiatives are developed.</p>

7. Comment: The term “apprenticeship” alone does not reflect the Federally mandated, structured employment and training program that ‘Registered Apprenticeship’ does. Registered Apprenticeship programs are developed to meet industry standards and are formally approved by the State Apprenticeship Council and the United States Department of Labor. Apprentices who satisfactorily complete a Registered Apprenticeship program receive a Completion of Apprenticeship certificate, a nationally recognized portable credential. I would like to recommend that the term “Registered” be inserted before the word “apprenticeship” as it relates to student placement in the accountability section and include Registered Apprenticeship programs when referencing certificate, associate, or advanced degrees. The Completion of Apprenticeship certificate awarded at the satisfactory conclusion of a Registered Apprenticeship is portable and recognized in all 50 states.

Response: The postsecondary accountability section was written following non-regulatory guidance provided by OVAE. Our intention to include formally recognized programs with preference given to registered apprenticeships because of the portability and recognition of the credential offered.

Comments submitted to the KSDE Blog on the 5-Year Kansas State Plan for CTE

1, Comment: I feel we need to regionalize the state in regard to high wage, high demand, high skill careers. We need to find ways to keep our rural kids home and not export them to the urban areas.

Response: The rationale used to determine high wage occupations was that the occupation should be one that provides an income level at least at the point at which individuals no longer qualify for any public assistance. This rate may vary slightly among regions of the state. The availability of a skilled workforce should improve economic development efforts to attract and keep business and industry in every region of the state. Comments have been reviewed and taken under advisement.

2. Comment: Consortiums need access to data for consortium schools. Possibly having superintendents sign off every year that the State can release the data would be one way to handle it.

Response: KSDE staff has reviewed this comment and it has been taken under advisement.

3. Comment: Consortiums need to be communicated to at the same time districts are. Too often we hear things first when a superintendent or principal calls to ask about something.

Response: KSDE staff has reviewed this comment and it has been taken under advisement.

4. Comment: I hope that KS will utilize the intent/spirit of Perkins IV to move CTE into a new era. With the State Plan speaking again to integration w/academics as did previous Perkin, the strength of reform/change will come as a result of the marriage of CTE strategies w/academics. However, educational outcomes/benchmarks at this time are primarily measured in state assessment results so the academic areas need to be on board with focus/direction of Perkins for our students to have full advantage from the new legislation.

It is my perception that there are still significant details to be worked out re: implementation of the State Plan and I wonder to what extent KS will be above to “move” education—K/12 and postsecondary—down the Perkins path within 5 years. We seem to be struggling a bit to get started.

Response: Comments have been reviewed and taken under advisement.

5. Comment: I’m wondering if the secondary 3rd party certification and articulation agreements could be tackled in one shot. My thinking is to have high school end of program students take an exit exam based on the technical skill assessments that would be written and scored by our postsecondary partners for use to place students into their programs.

This could eliminate much of the work involved in updating the articulation agreements by stating that students will receive placement into postsecondary programs based on their technical skill assessments. The postsecondary institution would be testing for skills that are required of students to continue in their own programs of study. Students would be able to receive advanced placement and/or credit based on their high school program exit/postsecondary entrance exams.

It could also be a valuable tool to help students identify their own strengths within specific career fields. For example, a high school health careers student may find out through the exit/entrance exam, that they are more suited for work as a dental hygienist than as a physical therapy assistant.

Getting the exams in place may be difficult, but probably not much more difficult than our current system of creating articulation agreements. In the long run it would serve the postsecondary schools well. They would have their own assessments to rate individual students with instead of taking it on faith that our competency profiles are an accurate portrayal of student skills.

Response: KSDE staff has reviewed this comment and it has been taken under advisement.

6. Comment: Perkins IV legislation contains many initiatives that encompass ALL students—i.e., career clusters, plans of study, articulations, academic integration, rigor, relevance and relationships. As CTE moved forward as a stronger focus in K12/postsecondary education, it will need state assistance to motivate change that will indeed impact ALL students. It will be difficult for individual districts to create substantial change within five years without strong direction and assistance from the state.

Response: Comments have been reviewed and taken under advisement.